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## OUTLOOK NOTES

City advantages for country children is the rallying cry of an educational campaign that has already captured several states and is bound to sweep the country. Elsewhere in this number of the SCHOOL REVIEW are noted the new Nebraska law, and the efforts of Governor Hastings and others in Pennsylvania to pass a similar measure there. Massachusetts took the lead in the movement, though her need in this respect was much less than that of western states of vast area and relatively sparse population. A great many things that have been endured because they were thought to be necessities are day by day being discovered to be only conveniences for lazy and indifferent people. Among these spurious necessities are many if not most of the inconveniences, discomforts and disadvantages of country life which are driving our farmer boys and girls off of the farm and into the city. The latter movement has attracted attention because of its economic and sociological importance ; it is generally conceded to be a bad thing. So causes are investigated and cures proposed. Any one at all familiar with the population of our moderate sized villages knows that every year families move from farms to the village just to give the children better school opportunities, usually in the high school. This step is often taken in opposition to the parents' own wishes and at a considerable pecuniary loss. Frequently the heads of such families engage in some small business, an agency usually, and so add a little to the income from renting the farm, the tenant nowadays often being a foreigner. Thus there is created a class of involuntary semi-*rentiers*. As an abstract proposition the present universal discrimination in public, free educational facilities against country children has not the slightest defense. At best it is a necessary evil, certainly an evil but not so surely

necessary. Every effort directed towards bringing high school privileges with the reach of country districts deserves the support of statesmen and patriots, no less than of educators and sociologists.

When the bells rang for the opening of school in September there was scarcely a city in the land that had seats for all the high school pupils. In Brooklyn, Philadelphia,

**GROWTH OF  
HIGH SCHOOLS**

and Chicago the situation was rather aggravating. Resort has been had to various temporary expedients, but at the same time plans are being considered for permanent and adequate relief. The increased attendance at high schools this fall is more than likely due in part to the business conditions prevailing. A good many young people will go to school this year who would go to work if there was any suitable work to be had. If, therefore, complete statistics of the increase in high school attendance were available it would be unsafe to generalize from such data. It is clear enough that there is a steady increase in high school attendance; but it is by no means proven that this increase is even as much as proportional to the growth in population. Probably it is, but some interesting statistical investigations must be made along this line before anyone can speak with authority.

There is no possible doubt as to the leading question before the curators of secondary and higher education this year. The New England Association of Colleges and Preparatory Schools devotes its annual meeting, held this month, entirely to one question. The Association of Colleges and Preparatory Schools of the Middle States and Maryland will devote its annual session in the Thanksgiving recess entirely to the same question. The meetings of the newer associations of the same order in the West and South are sure to give the leading places on their programmes to the same question. For the time the curriculum is in the background and admission requirements are to the front. Prac-

**ADMISSION  
REQUIREMENTS**

tice takes the lead of theory. Here there are real, tangible wrongs to be redressed. The battle is not merely a speculative one, nor is the issue at stake a mere psychological one. At the bottom the present agitation rests on moral grounds and has an ethical core. If we actually killed our high school and academy children dead in the schoolroom an outraged people would take us to task right soon. But we go on killing them by inches—for there cannot be the least doubt that of all the students who go to American colleges and universities, every one loses on an average at the very least one year out of his life by badly organized and ill-directed education—and no one rises to protest, and we don't realize ourselves our own sins. A great wrong, amounting almost to a crime, is committed, and we must take ourselves to task for it.

Commissioner Harris' latest report, just issued, contains the most extensive collection of statistics concerning secondary schools ever collected in this country. The

**SECONDARY  
EDUCATION IN THE  
REPORT OF THE U.  
S. COMMISSIONER  
OF EDUCATION** bureau has made a special effort to get as full returns as possible from all classes of schools of secondary grade, with very considerable success.

Certain comparisons between private and public schools are very suggestive, and will call for future comment.

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